



**STANDARDS FOR THE ACCREDITATION OF INITIAL PROGRAMS
IN P-12 ESL TEACHER EDUCATION**

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1: Language

Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to support ESOL students' language and literacy development and content area achievement.

Issues of language structure and language acquisition development are inter-related. The divisions of the standards into 1.a. language as a system, and 1.b. language acquisition and development do not prescribe an order.

Standard 1.a. Language as a system. Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax and semantics, support ESOL students as they acquire English in order to communicate with native speakers of English.

Standard 1.b. Language acquisition and development. Candidates understand and apply theories and research, of language acquisition and development to support their ESOL students' learning.

Domain 1: Language

Introduction

Standard 1.a. Describing language

Supporting explanation

Rubric

Standard 1.b. Language acquisition and development

Supporting explanation

Rubric

Standard 1.a. Describing Language

Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax and semantics, support ESOL students as they acquire English

Supporting Explanation

Candidates need a conscious knowledge of language as a system in order to be effective language teachers. Components of the language system include phonology, morphology, syntax, semantics, pragmatics, discourse varieties, aspects of social and academic language, rhetorical registers, and writing conventions. Teachers use knowledge of these interrelated aspects of language as they support ESOL students' acquisition of English.

Candidates understand the ways in which languages are similar and different. Candidates identify linguistic structures that distinguish written and spoken language forms as well as those representing social and academic uses of language. Candidates understand that one's L1 may affect learning English.

Programs and states identify languages commonly spoken by students in their communities. Candidates relate their knowledge of English to these languages, as well as others they may encounter. . Candidates build on similarities between English and students' home languages, and anticipate difficulties that learners may have with English. Candidates identify errors that are meaningful and systematic and distinguish between those that may benefit from corrective feedback and those that will not. Candidates understand the role and significance of errors as a sign of language learning and plan appropriate classroom activities to assist ESOL students through this process.

Candidates apply knowledge of language variation, including dialects, and discourse varieties to their instructional practice.

Candidates serve as good models of English.

Rubric for Standard 1.b.

Language as a System

These rubrics are additive. *Meets Standard* assumes that the candidate has also met the criteria under *Approaches Standard*. *Exceeds Standards* assumes that the candidate has also met the criteria under *Approaches Standard* and *Meets Standard*. Performance indicators provide examples of candidate performance, and are not intended to be prescriptive.

Performance Indicator	Approaches Standard	Meets Standard	Exceeds Standard
1.a.1. Demonstrates knowledge of the components of language and as an integrative system.	Candidates are aware of the components of language and as an integrative system.	Candidates can use the components of language and as an integrative system to inform instruction with ESOL students.	Candidates can use the components of language and as an integrative system to create instructional plans for ESOL students.
1.a.2. Apply knowledge of phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context on language) to help ESOL students develop oral, reading, and writing (including spelling) skills in English.	<ul style="list-style-type: none">• Candidates understand elements of phonology, morphology, syntax, semantics, and pragmatics and recognize stages of English Language development in ESOL learners.• Candidates recognize and can describe similarities and major differences between English and the native languages commonly spoken by their students.	<ul style="list-style-type: none">• Candidates apply knowledge of developmental of phonology, morphology, syntax, semantics, and pragmatics to identify difficult aspects of English for their students, noting how ESOL students' L1 and identity may affect their English learning.• Candidates develop contextualized activities to assist ESOL students in recognizing, using, and acquiring the English sound system and communication skills, thus enhancing oral skills.• Candidates teach syntactic structures that ESOL students need to communicate effectively for social and academic purposes.• Candidates incorporate a variety of instructional techniques to assist ESOL students in developing literacy skills.• Candidates design instructional activities to help ESOL students to understand and use vocabulary	<ul style="list-style-type: none">• Candidates help ESOL students develop strategies to monitor and develop proficiency in difficult aspects of English phonology.

		<p>appropriately in spoken and written language.</p> <ul style="list-style-type: none"> • Candidates provide ESOL students with timely input and sufficient contextualized practice with idioms, cognates, and collocations. • Candidates design contextualized instruction using formal and informal language to assist ESOL students in using and acquiring language for a variety of purposes. 	
<p>1.a.3. Demonstrate knowledge of rhetorical and discourse structures as applied to ESOL learning.</p>	<ul style="list-style-type: none"> • Candidates recognize a variety of discourse features and rhetorical patterns characteristic of written and spoken English. • Candidates understand that rhetorical and discourse structures and conventions vary across languages, and can identify important ways in which the languages commonly spoken by their ESOL students differ from English. 	<ul style="list-style-type: none"> • Candidates design contextualized activities that assist ESOL students in recognizing, using, acquiring, and practicing Roman script, spelling, punctuation, capitalization, and text organization in English. 	<ul style="list-style-type: none"> • Candidates help ESOL students develop strategies to monitor their own use of English genres, discourse structures, and writing conventions.
<p>1.a.4. Demonstrate proficiency in English and serve as a good language model for ESOL students.</p>	<ul style="list-style-type: none"> • Candidates demonstrate proficiency in most aspects of English. 	<ul style="list-style-type: none"> • Candidates demonstrate proficiency in all aspects of English. 	<ul style="list-style-type: none"> • Candidates serve as good English and home language models for ESOL students.

Standard 1.b. Language Acquisition and Development

Candidates understand and apply theories and research of language acquisition and development to support their ESOL students learning.

Supporting Explanation

Candidates understand that acquiring English for social and academic purposes. takes a long time. ESOL students often understand linguistic concepts intellectually while still needing time in order to fully internalize such elements. On the other hand, candidates should expect students to have difficulty with marked linguistic phenomena, as these unusual forms often confound and confuse students.

Candidates understand the communicative, social, and constructive nature of language and are able to use linguistic scaffolding to aid ESOL students' comprehension and production.

Candidates understand the role of personal and affective variables in language learning and establish secure, motivating classrooms in which ESOL students are encouraged to take risks and use language productively, extending their conceptual knowledge as well as their language and literacy skills.

Candidates understand how different theories of language acquisition (for L1 and L2) have shaped views of how language is learned, ranging from behaviorist to cognitive and social interactionist perspectives. Candidates are familiar with key research in SLA (e.g., research into developmental stages and sequences, the effects of instruction and feedback, the nature and role of universal grammar, the role of L1 transfer, L2 input, and communicative interaction), and are able to apply these findings in the classroom. Candidates also understand that individual learner variables such as age and cognitive development, literacy level in the L1, personality, motivation, and learning style can affect learning in the L1 and L2. Candidates understand the processes of language and literacy development, use this knowledge to provide optimal language input, and set appropriate goals and tasks for integrated oral and written language development. Candidates are familiar with developmental stages and understand that errors are often signs of language learning.

Candidates understand that language acquisition and development is affected by age, previous education and personal experience. Candidates are aware that linguistic structures are often acquired by implicit means rather than explicit direction, particularly with younger learners.

Candidates understand that aspects of ESOL students first language may be transferred to English, and may impact individual student's learning.

Candidates understand the important foundation set by the home language; the cognitive, linguistic, and academic benefits of home language development; and the potential transfer of language skills and strategies from the L1 to the L2. Candidates understand that ESOL students come to class with previously developed language skills and, whenever possible, candidates extend and use a student's L1 as a resource for learning the new language and for learning in other areas. Candidates understand that proficiency in an L2 (or subsequent language) does not

have to come at the cost of the L1. Candidates are aware of the possible negative effects of losing a home language and encourage the maintenance and development of students' L1s, even when formal bilingual programs are not available.

Candidates understand the sociolinguistic variables affecting the learning of an L2 and the maintenance of an L1. Candidates understand the systematic nature of code switching, and know that code switching is a rule-driven communication strategy used for participating in social interaction, building community, and expressing identity.

Rubric for Standard 1.b.

These rubrics are additive. *Meets Standard* assumes that the candidate has also met the criteria under *Approaches Standard*. *Exceeds Standards* assumes that the candidate has also met the criteria under *Approaches Standard* and *Meets Standard*. Performance indicators provide examples of candidate performance, and are not intended to be prescriptive.

Performance Indicator	Approaches Standard	Meets Standard	<u>Exceeds Standard</u>
1.b.1. Demonstrate understanding of current and historical theories and research in language acquisition as applied to ESOL learners .	<ul style="list-style-type: none"> • Candidates understand some aspects of language acquisition theory and research 	<ul style="list-style-type: none"> • Candidates understand and apply their knowledge of L1 and L2 acquisition to ESOL learning 	<ul style="list-style-type: none"> • Candidates use their understanding of language acquisition theory and research to provide optimal learning environments for their ESOL learners and to conduct theory-based research in their own classrooms.
1.b.2 Candidates understand theories and research that explain how L1 literacy development differs from L2 literacy development.	Candidates are aware of theories and research that explain how L1 literacy development differs from L2 literacy development.	Candidates can explain theories and research that address how L1 literacy development differs from L2 literacy development.	Candidates use theories and research that explain how L1 literacy development differs from L2 literacy development to conduct their own classroom research.
1.b.3. Recognize the importance of ESOL students' home languages and language varieties and build on these skills as a foundation for learning English.	<ul style="list-style-type: none"> • Candidates allow ESOL students to use their home language to facilitate their understanding or participation in class. 	<ul style="list-style-type: none"> • Candidates understand the importance of ESOL students' home language and encourage families to use that language with their children at home. • Whenever possible, candidates use the home language as a foundation and resource for learning English in the classroom through bilingual aides, families, and 	<ul style="list-style-type: none"> • Candidates provide regular opportunities for ESOL students to read, learn, and express themselves in their home language in class. • Candidates use the home language in the classroom to support literacy and content learning.

		volunteer support.	
1.b.4. Understand and apply knowledge of sociocultural, psychological and political variables to facilitate the process of learning English.	<ul style="list-style-type: none"> • Candidates are aware of the sociocultural, psychological and political variables within a community of ESOL learners. 	<ul style="list-style-type: none"> • Candidates understand the complex social, psychological and political nature of learning an L2 in school. • Candidates apply knowledge of sociocultural, psychological and political variables to inform instruction and improve communication with ESOL students and their families. 	<ul style="list-style-type: none"> • Candidates investigate variables that affect language learning.
1.b.5. Understand and apply knowledge of the role of individual learner variables in the process of learning English.	<ul style="list-style-type: none"> • Candidates recognize individual differences among their ESOL students (e.g., age, L1 literacy level, personality, motivation, socioeconomic status). 	<ul style="list-style-type: none"> • Candidates know their ESOL students and understand that individual variables can have important effects on the process and level of L2 learning. • Candidates apply this knowledge by setting high but reasonable expectations for individual students, varying instructional objectives and strategies, and monitoring student success. • Candidates vary their teaching style to accommodate students' different learning styles. 	<ul style="list-style-type: none"> • Candidates use their understanding of learner variables to consistently provide individualized language- and content-learning goals and appropriate instructional environments for ESOL learners.

Candidates understand that multicultural inquiries and interactions among students, and indeed colleagues foster critical discourse, systemic discovery, and multiplicity in approaches to academics.

Resources for Domain 1

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- Díaz-Rico, L. T., & Weed, K. Z. (2002). *The cross-cultural, language, and academic development handbook: A complete K–12 reference guide* (2nd ed.). Boston: Allyn & Bacon.
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- Ellis, R. (1999). *Second language acquisition*. Oxford: Oxford University Press.
- Fillmore, L. W., & Snow, C. E. (2000, August 23). *What teachers need to know about language*. Retrieved March 4, 2002, from <http://www.cal.org/ericcll/teachers/teachers.pdf>
- Firsten, R., & Killian, P. (1994). *Troublesome English: A teaching grammar for ESOL instructors*. Englewood Cliffs, NJ: Prentice Hall Regents.
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- Krashen, S. (1981). Bilingual education and second language acquisition theory. In *Schooling and language minority students: A theoretical framework* (pp. 47–75). Los Angeles: California State University.
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- Lightbown, P., & Spada, N. (1999). *How languages are learned* (2nd ed.). Oxford: Oxford University Press.
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- Peregoy, S. F., & Boyle, O. F. (2001). *Reading, writing, and learning in ESL: A resource for K–12 teachers* (3rd ed.). White Plains, NY: Longman.
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- Piper, T. (1998). *Language and learning: The home and school years* (2nd ed.). Upper Saddle River, NJ: Merrill.
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Standard 2. Culture as it Affects Student Learning. Candidates know, understand, and use in their instruction, major theories and research related to the nature and role of culture, and how cultural groups and individual cultural identities affect language learning and school achievement.

Supporting Explanation

Candidates recognize that language and culture interact and form students' cultural identities. Candidates further recognize that students' identities are tied closely to students' sense of self-worth, which is correlated to their academic achievement. Candidates know that all students can learn when cultural factors are recognized, respected, and accommodated, and they demonstrate that knowledge in their practice. Candidates further understand that students' academic achievement can be affected if classroom instruction does not respect students' cultural identities.

Candidates address cross- cultural conflicts, such as stereotyping and bullying, using a combination of cultural appreciation techniques and conflict resolution strategies. Candidates use information about their students' backgrounds to choose appropriate and effective teaching techniques. Candidates know, understand, and use the nature of cultural diversity to foster critical thinking and improve student achievement.

The nature and role of culture encompasses such factors as cultural relativism, cultural universalism, the additive nature of culture, intra- and inter-group differences, the interrelationship between language and culture, and the effect of this relationship on learning. Taking these and other factors into account, candidates design lessons that embed instruction in the appropriate cultural context.

The content of a culture includes values, beliefs, and expectations; roles and status; family structure, function, and socialization; humanities and the arts; assumptions about literacy and other content areas; communication and communication systems; and learning styles and modalities. From this knowledge base, candidates design culturally appropriate learning environments and instruction.

Candidates understand the importance of the home culture and involve ESOL families and community members in students' learning.

Rubric for Standard 2

Culture as it Affects ESOL learning

These rubrics are additive. *Meets Standard* assumes that the candidate has also met the criteria under *Approaches Standard*. *Exceeds Standards* assumes that the candidate has also met the criteria under *Approaches Standard* and *Meets Standard*.

Suggested Performance Indicators	Approaches Standard	Meets Standard	Exceeds Standard
2.a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning.	<ul style="list-style-type: none"> • Candidates are aware that cultural values and beliefs have an effect on ESOL student learning. 	<ul style="list-style-type: none"> • Candidates teach using a variety of concepts about culture, including acculturation, assimilation, accommodation, biculturalism, the additive nature of culture, and the dynamics of prejudice, including stereotyping. 	<ul style="list-style-type: none"> • Candidates consistently design and deliver instruction that incorporates students' cultural values and beliefs.
2.b. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning.	<ul style="list-style-type: none"> • Candidates are aware that racism and discrimination have effects on teaching and learning. 	<ul style="list-style-type: none"> • Candidates consistently use an anti-bias curriculum and materials that promote an inclusive classroom climate, enhancing students' skills and knowledge to interact with each other. 	<ul style="list-style-type: none"> • Candidates design and deliver instruction that includes anti-bias materials and develop a classroom climate in which antiracism, anti-bias, and anti-stereotyping are purposefully addressed.
2.c. Understand and apply knowledge about cultural conflicts and home events that can have an impact on ESOL students' learning.	<ul style="list-style-type: none"> • Candidates are aware that cultural conflicts and home events affect interpersonal classroom relationships and ESOL student learning. 	<ul style="list-style-type: none"> • Candidates teach cross-cultural appreciation by addressing cross-cultural conflicts and establishing high expectations of ESOL students' interactions across cultures. 	<ul style="list-style-type: none"> • Candidates design and deliver instruction that allows students to participate in cross-cultural studies and cross-cultural extracurricular opportunities. • Candidates integrate conflict resolution techniques into their instruction.

<p>2.d. Understand and apply knowledge about home/school communication to enhance ESL teaching and build partnerships with ESOL families.</p>	<ul style="list-style-type: none"> • Candidates are aware of effective home/school communication techniques. • Candidates recognize the importance of family participation and support in their children's education. 	<ul style="list-style-type: none"> • Candidates incorporate effective home/school communication techniques, including using the home language, as appropriate in their instruction. • Candidates are able, to communicate with and build partnerships with students' families. 	<ul style="list-style-type: none"> • Candidates communicate in a culturally responsive and linguistically appropriate manner with students' families. • Candidates establish ongoing partnerships with the community's adults and leaders by including them in curriculum and classroom activities. • Candidates design and conduct classroom activities that encourage families to participate in their children's education.
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<p>2.e. Understand and apply concepts about the interrelationship between language and culture.</p>	<ul style="list-style-type: none"> • Candidates are aware of the links between language and culture. 	<ul style="list-style-type: none"> • Candidates' choice of techniques and materials reflect their knowledge of the interdependence of language and culture. • Candidates act as facilitators to help students' transition between the home culture and language and the U.S./school culture and language. 	<ul style="list-style-type: none"> • Candidates design and conduct classroom activities that enhance the connection between home and school culture and language-
<p>2.f. Use a range of resources, including the Internet, to learn about world cultures and specifically the cultures of students in their classrooms and apply that learning to instruction.</p>	<ul style="list-style-type: none"> • Candidates have a general understanding of major cultural groups and begin to identify resources to increase their knowledge and understanding. 	<ul style="list-style-type: none"> • Candidates use a range of resources about major cultural groups to deliver instruction. • Candidates integrate different ways of learning and different cultural perspectives into their curriculum and instruction. 	<ul style="list-style-type: none"> • Candidates consistently design activities that are based on their knowledge of cultural groups into their teaching.
<p>2.g. Understand and apply knowledge about how an individual's cultural identity affects their learning and academic progress and how levels</p>	<ul style="list-style-type: none"> • Candidates are aware that ESOL students' cultural identities will affect their learning. 	<ul style="list-style-type: none"> • Candidates plan and deliver instruction that values and adapts for students' different cultural perspectives. 	<ul style="list-style-type: none"> • Candidates consistently design in-class activities and opportunities for students and families to share and apply their cultural perspectives to

of cultural identity will vary widely among students.			learning objectives.
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Resources for Domain 2

Banks, J.A. & Banks, C.A.M. (2007). *Multicultural Education: Issues and Perspectives* (6th Ed.). Hoboken, NJ: John Wiley & Sons.

Crawford, J. (2000). *At war with diversity: U.S. language policy in an age of anxiety*. Buffalo, NY: Multilingual Matters.

Cummins, J. *Culture, Technology and Diversity* (citation in Domain 3 Instruction)

Freedman, J. (2002). *The Temple of Culture*. New York, NY: Oxford University Press

Gollnick, D., & Chinn, P. (2002). *Multicultural education in a pluralistic society* (6th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Sleeter, C. E. & Grant, C. A. (2006). *Making Choices for Multicultural Education: Five Approaches to Race, Class, and Gender* (5th Ed.). Hoboken, N.J.: J. Wiley & Sons.

Nieto, Sonia, *Language, Literacy and Culture: Intersections and Implications in Language and Linguistics in Context*, (2006) Luria, Seymour and Smoke, eds. Laurence Erlbaum Associates, Publishers, Mahwah, New Jersey.

Rasool, J., & Curtis, A. C. (2000). *Multicultural education in middle and secondary classrooms: Meeting the challenge of diversity and change*. Belmont, CA: Wadsworth.

Domain 3: Planning, Implementing, and Managing Instruction

Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are skilled in using a variety of classroom organization techniques, program models and teaching strategies for developing and integrating language skills. They can integrate technology and choose and adapt classroom resources.

Standard 3.a. Planning for Standards-Based ESL and Content Instruction. Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL students. Candidates plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

Standard 3.b. Managing and Implementing Standards-Based ESL and Content Instruction. Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ESOL students' access to the core curriculum by teaching language through academic content.

Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction. Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

Domain 3: Planning, Implementing, and Managing Instruction

Introduction

Standard 3.a. Planning for Standards-Based ESL and Content Instruction

Supporting explanation

Rubric

Standard 3.b. Managing and Implementing Standards-Based ESL and Content Instruction

Supporting explanation

Rubric

Standard 3.c. Using Resources Effectively in ESL and Content Instruction

Supporting explanation

Standard 3.a. Planning for Standards-Based ESL and Content Instruction

Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are skilled in using a variety of classroom organization techniques, program models and teaching strategies for developing and integrating language skills. They can integrate technology and choose and adapt classroom resources.

Supporting Explanation

Candidates assess students' knowledge using multiple measures (see Domain 4) and address their students' diverse backgrounds, developmental needs, and English proficiency as they plan their instruction. They plan from specific ESL and content, standards-based objectives but include multiple ways of presenting material. Candidates collaborate with general education/content-area teachers to ensure that ESOL students access the whole curriculum while learning English.

Candidates design their classrooms as supportive, positive climates for learning. They model positive attitudes and interactions, and respect for the perspectives of others. Language-building activities are student-centered, incorporating cooperative learning and flexible grouping.

Candidates recognize the needs of students with limited formal schooling (LFS) in acclimating to the school environment. They plan for a broad spectrum of instructional techniques in a variety of settings in which students, interact, use their first language whenever possible, and learn reading strategies that emphasize comprehension and writing strategies that emphasize communication.

Rubric for Standard 3.a.

Planning for Standards-Based ESL and Content Instruction

These rubrics are additive. *Meets Standard* assumes that the candidate has also met the criteria under *Approaches Standard*. *Exceeds Standards* assumes that the candidate has also met the criteria under *Approaches Standard* and *Meets Standard*.

Performance Indicator	Approaches Standard	Meets Standard	Exceeds Standard
3.a.1. Plan standards-based ESL and content instruction.	<ul style="list-style-type: none">• Candidates are aware of standards-based ESL and content instruction. Candidates are knowledgeable about effective program models, including those that are standards based.	<ul style="list-style-type: none">• Candidates plan standards-based ESL and content instruction.	<ul style="list-style-type: none">• Candidates inform and work with their colleagues to plan standards-based instruction.
3.a.2. Create supportive, accepting classroom environments .	<ul style="list-style-type: none">• Candidates recognize ESOL students' various approaches to learning.	<ul style="list-style-type: none">• Candidates implement standards-based programs and instructional models appropriate to individual student needs.	<ul style="list-style-type: none">• Candidates systematically plan ESL and content instruction that is student centered.• Candidates plan lessons such that students work collaboratively to meet learning objectives.
3.a.3. Plan differentiated learning experiences based on assessment of students' English and first language proficiency , learning styles .and prior formal educational experiences and knowledge,	<ul style="list-style-type: none">• Candidates are aware of students' language proficiency, learning style, and prior knowledge when planning ESL and content-learning activities.	<ul style="list-style-type: none">• Candidates plan activities at the appropriate language levels, integrating students' cultural backgrounds and learning styles.• Candidates use students' prior knowledge in planning ESL and content instruction.	<ul style="list-style-type: none">• Candidates plan multilevel activities and are flexible in grouping students to meet instructional needs of linguistically and culturally diverse student populations.
3.a.4. Provide for particular needs of students with limited formal schooling (LFS).	<ul style="list-style-type: none">• Candidates are aware that LFS students have unique characteristics that necessitate the use of specialized teaching strategies.	<ul style="list-style-type: none">• Candidates plan learning tasks specific to the needs of LFS students• Candidates plan ESL and content instruction to meet reading and writing needs of LFS students.• Candidates plan assessment of LFS students' competence with text.	<ul style="list-style-type: none">• Candidates plan ways to motivate and guide LFS students to successful academic experiences.• Candidates plan visually supportive, text-rich environments using appropriate materials that include students' personal and shared experiences, language and culture.

<p>3.a.5 Plan for instruction that embeds assessment, includes scaffolding and provides reteaching when necessary for individuals and small groups to successfully meet learning objectives.</p>	<ul style="list-style-type: none"> • Candidates are aware of assessments to measure students' degrees of mastery of learning objectives. 	<ul style="list-style-type: none"> • Candidates plan lessons which scaffold and link students' prior knowledge to newly-introduced learning objectives. • Candidates continually monitor students' progress toward learning objectives with formal and informal assessments, • Following formal and informal assessments, candidates reteach, using alternate materials, techniques and assessments for students who need additional time and approaches to master learning objectives. 	<ul style="list-style-type: none"> • Candidates assist colleagues by sharing additional techniques, and assessments to meet individual students' learning needs • Candidates connect ESOL students with additional supports for learning, such as after-school tutoring, homework clubs, or homework buddies.
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Standard 3.b. Managing and Implementing Standards-Based ESL and Content Instruction

Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ESOL students' access to the core curriculum by teaching language through academic content

Supporting Explanation

Candidates provide ESL and content instruction and assessment that are standards-based and that integrate listening, speaking, reading, and writing for purposes that are relevant and meaningful to students. Candidates provide a wide variety of activities for students to develop and practice their listening, speaking, reading, and writing skills in social and academic environments. Candidates base activities on student interests, texts and themes, a range of genres, and personal experiences to enhance students' comprehension and communication.

Candidates view language and content learning as joint means to achieve ESOL students' academic and language development goals. They understand that language is developed most effectively in meaningful contexts and they manage and implement learning around subject matter and language learning objectives. They also understand that such learning is more effective when it is standards-based. Candidates incorporate meaningful instruction to build relevant academic vocabulary.

Rubric for Standard 3.b.

Managing and Implementing Standards-Based ESL and Content Instruction

These rubrics are additive. *Meets Standard* assumes that candidate has also met the criteria under *Approaches Standard*; *Exceeds Standards* assumes that candidate has also met the criteria under *Approaches Standard* and *Meets Standard*.

Performance Indicator	Approaches Standard	Meets Standard	Exceeds Standard
3.b.1. Organize learning around standards-based subject matter and language learning objectives.	<ul style="list-style-type: none"> Candidates are familiar with standards relevant to ESL and content instruction at the national, state, and local levels. 	<ul style="list-style-type: none"> Candidates provide standards-based ESL and content instruction from relevant national, state, and local frameworks. 	<ul style="list-style-type: none"> Candidates aid their colleagues in teaching from a standards-based perspective that meets national, state, and local objectives.
3.b.2. Incorporate activities, tasks, and assignments that develop authentic uses of language, as students learn academic vocabulary and content-area material.	<ul style="list-style-type: none"> Candidates are aware of the need for authentic uses of academic language in ESL and content-area learning and the need to design activities and assessments that incorporate both. 	<ul style="list-style-type: none"> Candidates design and implement activities, tasks, and assignments that develop authentic uses of academic language as students access content-area learning objectives. 	<ul style="list-style-type: none"> Candidates collaborate with non-ESL classroom teachers to develop authentic uses of academic language and activities in content areas.
3.b.3. Provide activities and materials that integrate listening, speaking, reading, and writing.	<ul style="list-style-type: none"> Candidates are aware that integrated learning activities build meaning through practice. 	<ul style="list-style-type: none"> Candidates provide integrated learning activities using authentic sources that build meaning through practice. Candidates model activities to demonstrate ways students may integrate skills (e.g., language and/or content). 	<ul style="list-style-type: none"> Candidates design activities that integrate skill and content areas through thematic and inquiry-based units.
3.b.4. Develop students' listening skills for a variety of academic and social purposes.	<ul style="list-style-type: none"> Candidates are aware of the need to assist students in making use of what they know in order to listen effectively. 	<ul style="list-style-type: none"> Candidates provide a variety of activities and settings to assist students in making use of what they know in order to listen effectively. 	<ul style="list-style-type: none"> Candidates provide practice and assist students in learning to assess their own listening skills in a variety of contexts. Candidates help students develop and use listening strategies. Candidates collaborate with non-ESL classroom teachers to select listening goals for content areas.
3.b.5. Develop students' speaking skills for a variety of academic and social purposes.	<ul style="list-style-type: none"> Candidates provide opportunities for students to interact socially. Candidates monitor and correct student speech as appropriate. 	<ul style="list-style-type: none"> Candidates provide opportunities for students to practice a variety of speech registers linked to academic and social activities. 	<ul style="list-style-type: none"> Candidates adapt activities to assist ESOL students' social and academic speaking skills. Candidates collaborate with non-ESL classroom teachers to select speaking goals for content areas.

3.b.6. Provide standards-based instruction that builds upon students' oral English to support learning to read and write.	<ul style="list-style-type: none"> • Candidates are familiar with ways in which oral language influences reading and writing acquisition for ESOL students. 	<ul style="list-style-type: none"> • Candidates provide standards-based instruction that builds and integrates learners' reading and writing as their oral language develops. 	<ul style="list-style-type: none"> • Candidates develop a variety of ways to integrate learners' reading and writing as their oral language develops.
3.b.7. Provide standards-based reading instruction adapted to ESOL learners.	<ul style="list-style-type: none"> • Candidates identify specific literacy needs of ESOL students. • Candidates choose literature for instruction from limited sources. • Candidates are aware of instructional activities designed to assist students with reading in standards-based, content-area texts. 	<ul style="list-style-type: none"> • Candidates design reading instruction that includes various cueing systems appropriate for ESOL learners. • Candidates design and model standards-based reading activities using different genres for students at different proficiency levels and developmental stages, including students with limited literacy in their home languages. • Candidates use a variety of texts, including literature and other content materials, to support and aid ESOL students' reading development. • Candidates explain and model explicit reading strategies that assist students with standards-based texts from content-area course work. 	<ul style="list-style-type: none"> • Candidates engage ESOL students who are having difficulty developing their English reading skills. • Candidates develop lessons around texts in a variety of genres related to students' studies in content-area classes. • Candidates collaborate with non-ESL classroom teachers to select reading goals for content areas.
3.b.8. Provide standards-based writing instruction adapted to ESOL learners. Develop students' writing through a range of activities, from sentence formation to expository writing.	<ul style="list-style-type: none"> • Candidates are aware of orthographic, linguistic, and rhetorical influences of the L1 on ESL writing. • Candidates are aware of the need for explicit writing strategies for ESOL students. 	<ul style="list-style-type: none"> • Candidates design and model standards-based writing activities using different genres (e.g., narrative, expository, argumentative) for students at different proficiency levels and developmental stages, including students with limited literacy in their home languages. • Candidates, when appropriate, instruct students regarding contrasts between English and the writing systems of their home language. • Candidates provide 	<ul style="list-style-type: none"> • Candidates collaborate with non-ESL classroom teachers to select writing goals and activities in content areas.

		<p>opportunities for written assignments that are ungraded, including interactive journals.</p> <ul style="list-style-type: none"> • Candidates provide instruction in a variety of writing development models, including the writing process, which promote high expectations and personal value for writing. 	
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Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction

Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

Supporting Explanation

Candidates select challenging, culturally appropriate, interesting and motivating materials to support student learning. Candidates must also know how to select materials that are linguistically accessible and age appropriate. Candidates match materials to the range of developing language and content-area abilities of students at various stages of learning. Candidates can also determine how and when it is appropriate to use L1 resources to support learning.

Candidates are capable of finding, creating, adapting and using a wide range of print and nonprint resources, including ESL curricula, trade books, audiovisual materials, and on-line multimedia. Candidates also are knowledgeable regarding the selection and use of technology, such as computer software and Internet resources, to enhance language and content instruction,

Rubric for Standard 3.c.

Using Resources Effectively in ESL Instruction

These rubrics are additive. *Meets Standard* assumes that the candidate has also met the criteria under *Approaches Standard*. *Exceeds Standards* assumes that the candidate has also met the criteria under *Approaches Standard* and *Meets Standard*.

Performance Indicator	Approaches Standard	Meets Standard	Exceeds Standard
3.c.1. Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials.	<ul style="list-style-type: none">• Candidates are aware that materials should be appropriate for students' age and language proficiency.	<ul style="list-style-type: none">• Candidates select and adapt print and visual materials that are appropriate for students' age, learning style and language proficiency.•	<ul style="list-style-type: none">•• Candidates build on students' culture in selecting, adapting, and sequencing ESL and content-area materials. Candidates use students' community and family to locate and develop culturally appropriate materials
3.c.2. Select materials and other resources that are appropriate to students' developing language and content-area abilities, including appropriate use of L1.	<ul style="list-style-type: none">• Candidates are aware of differences between content-area materials for ESOL learners and those for Native Speakers of English.• Candidates select materials appropriate for ESOL learners from existing content-area texts.	<ul style="list-style-type: none">• Candidates incorporate a variety of resources at multiple proficiency levels, including selections from or adaptations of materials from content-area texts.• Candidates use materials in students' L1 as appropriate.	<ul style="list-style-type: none">• Candidates collaborate with non-ESL classroom teachers to develop materials and resources that integrate ESL and content areas.
3.c.3. Employ a variety of materials for language learning, including books, visual aids, props, and realia.	<ul style="list-style-type: none">• Candidates are aware of the usefulness of a variety of materials and resources in English and the home language.	<ul style="list-style-type: none">• Candidates find and/or create instructional materials in English and the home language for student instruction and use.• Candidates enable students to use a variety of learning tools, including hands-on, visual, and multimedia means of instruction.	<ul style="list-style-type: none">• Candidates use a variety of resources (e.g., community, family, students) to obtain materials that promote language, literacy, and content development in English and, whenever possible, the students' home languages.
3.c.4. Use technological resources (e.g., Web, software, computers, and related devices) to enhance language and content-area instruction for ESOL students.	<ul style="list-style-type: none">• Candidates are aware of ways in which computers and other technological resources can improve ESOL students' learning.	<ul style="list-style-type: none">• Candidates use technological resources to enhance, create, and/or adapt instruction to meet ESOL students' language and content learning needs.	<ul style="list-style-type: none">• Candidates assist students in learning how to evaluate and use technological resources for their own academic purposes.

Resources for Domain 3

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I. Domain 4: Assessment

Candidates understand issues and concepts of assessment and use standards-based procedures with ESOL students.

Standard 4.a. Issues of Assessment for English language learners. Candidates understand various issues of assessment as they affect ESOL student learning. Some examples include cultural and linguistic bias; political, social, and psychological factors; special education testing, including gifted and talented; the importance of standards; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests),. Candidates will also understand issues around accountability. This includes the implications of norm-referenced assessment as opposed to alternative assessments and issues of accommodations in formal testing situations.

Standard 4.b. Language Proficiency Assessment. Candidates know and use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction and understand their uses for identification, placement and reclassification of ESOL students.

Standard 4.c. Classroom-Based Assessment for ESL. Candidates know, use and can design a variety of performance-based assessment tools and techniques to inform instruction in the classroom.

Domain 4: Assessment

Introduction

Standard 4.a. Issues of Assessment for ESL

Supporting explanation

Rubric

Standard 4.b. Language Proficiency Assessment

Supporting explanation

Rubric

Standard 4.c. Classroom-Based Assessment for ESL

Supporting explanation

Rubric

Standard 4.a. Issues of Assessment for ESL

Candidates understand various issues of assessment (e.g., cultural and linguistic bias; political, social, and psychological factors), IQ, and special education testing (including gifted and talented), the importance of standards-based assessment, and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as they affect ESOL student learning.

Supporting Explanation

Candidates understand the different purposes of assessment (e.g., diagnostic, language proficiency, academic achievement) and the basic concepts of assessment in order to be prepared to assess ESOL learners. For example, measures of knowledge or ability (including language) that are standards based should be equitable (fair), accurate (valid), consistent (reliable), and practical (easy) to administer. Authentic or performance-based assessment measures often best meet these criteria while addressing students as individuals. The more closely assessment tasks resemble instructional activities, particularly those relevant to English learners' lives, the more likely they are to assess what has been taught and learned and to inform further instruction.

Candidates understand how assessments for native English speakers and English learners differ, the variety of ways in which assessments of English learners may be biased and therefore invalid measures of what they know and can do. Such assessments may contain cultural bias (e.g., images or references that are unfamiliar to ESOL learners). Assessments may also contain linguistic bias (e.g., items overtly or implicitly favoring speakers of standard dialects or items that are more difficult for ESOL learners because of complex language). ESOL students may also be challenged in formal test situations if they are unfamiliar with item types (e.g., multiple choice) or response formats (e.g., bubble sheets), or if they are unfamiliar with timed, competitive, high-stakes testing. Candidates should be able to identify such biasing elements in

assessment situations and work to help ESOL students become familiar with the content and conditions of tests in school.

Candidates work with other professionals (speech pathologists, psychologists) who assess ESOL students in order to distinguish the differences among normal language development, language differences, and learning problems. Candidates understand that learning problems, as well as factors identifying gifted and talented students, should be verified in the student's native language, if possible. Candidates use multiple sources of information (e.g., native language assessment, home, other teachers, other learners from the same cultural group, teaching style, the curriculum) to make appropriate adjustments before the problem is assumed to reside within the learner and make a referral for special education assessment.

Rubric for 4.a.

Issues of Assessment for ESL

These rubrics are additive. *Meets Standard* assumes that the candidate has also met the criteria under *Approaches Standard*. *Exceeds Standards* assumes that the candidate has also met the criteria under *Approaches Standard* and *Meets Standard*.

Performance Indicator	Approaches Standard	Meets Standard	Exceeds Standard
4.a.1. Demonstrate an understanding of the purposes of assessment as they relate to ESOL learners and use results appropriately.	<ul style="list-style-type: none">• Candidates are aware that there are various purposes of assessment (e.g., diagnostic, achievement, L1 and L2 proficiency).	<ul style="list-style-type: none">• Candidates understand and can identify/explain the different purposes for assessment• Candidates prepare their students appropriately for the type of assessment being used, including technology-based assessment.	<ul style="list-style-type: none">• Candidates share their knowledge and experience about the purposes of assessment with colleagues and parents.
4.a.2 Knowledgeable about and able to use a variety of assessment procedures for ESOL students.	<ul style="list-style-type: none">• Candidates understand a variety of purposes for assessment of ESOL learners (e.g., proficiency, diagnosis, placement, and classroom instruction and achievement).• Candidates are aware of the importance of using multiple measures to accurately assess ESOL learners.	<ul style="list-style-type: none">• Candidates use multiple and appropriate assessment measures for a variety of purposes, including classroom and student self-assessment and technology-based assessment (e.g., audio, video, computer).• Candidates understand that procedures intended for native English speakers may not apply to English learners.	<ul style="list-style-type: none">• Candidates design and adapt classroom tests and alternative assessment measures to make them appropriate for ESOL learners for a variety of purposes.
4.a.3. Demonstrate an understanding of key indicators of good assessment instruments.	<ul style="list-style-type: none">• Candidates are aware of technical aspects of assessment (e.g., validity and reliability).	<ul style="list-style-type: none">• Candidates can explain why tests are valid and/or reliable, and use this knowledge in making assessment-related decisions	<ul style="list-style-type: none">• Candidates can create assessment measures that are standards based, valid, and reliable, as appropriate.
4.a.4. Demonstrate understanding of the advantages and limitations of assessments, including accommodations for ESOL students.	<ul style="list-style-type: none">• Candidates are aware of some of the advantages and limitations of assessments for ESOL students.	<ul style="list-style-type: none">• Candidates understand obstacles English learners commonly face and enabling them to do their best in such situations.• Candidates know state allowed test accommodations for English Learners and apply them when necessary or required.	<ul style="list-style-type: none">• Candidates evaluate formal and informal assessment measures for psychological, cultural, and linguistic limitations.

Performance Indicator	Approaches Standard	Meets Standard	Exceeds Standard
4.a.5. Distinguish among ESOL students' language differences, giftedness and special education needs .	<ul style="list-style-type: none"> • Candidates recognize some similarities between a language difference and a learning disability for ESOL students (e.g., delayed language production, limited vocabulary and reading skills). • Candidates recognize how cultural and linguistic bias may misinform results of such assessments. 	<ul style="list-style-type: none"> • Candidates work with a variety of resources, including native-language assessment and knowledgeable colleagues, to distinguish among language differences, giftedness, and a learning disability for ESOL students. • Candidates understand appropriate diagnostic processes and are able to document ESOL student growth and performance required before considering referral for gifted and talented or special education assessment. 	<ul style="list-style-type: none"> • Candidates work collaboratively with assessment personnel to assess ESOL students who are gifted and talented and/or have special learning needs. • Candidates share with colleagues their knowledge and experience about gifted and talented and special learning needs of ESOL students.

Standard 4.b. Language Proficiency Assessment

Candidates know and can use and interpret a variety of standards-based language proficiency instruments to inform their instruction, and understand their uses for identification, placement, and demonstration of language growth of English learners.

Supporting Explanation

Candidates are familiar with national and state requirements, procedures, and instruments for ESOL student identification, reclassification, and exit from language support programs.

Candidates use available language proficiency test results to identify ESOL students' language skills. They also use criterion and norm-referenced language proficiency instruments as appropriate. Candidates design assessment tasks that measure students' discrete and integrated language skills and their ability to use language communicatively within a range of contexts. The teaching of test-taking and learning strategies has an important place in the ESOL classroom.

Candidates are aware that the term "language proficiency assessment" may be used synonymously with "language achievement assessment". Candidates know that these assessments are designed to show language growth and areas that need more work. Candidates know how to look at the results of language proficiency assessment and how to apply the results to classroom instruction.

Rubric for Standard 4.b.

Language Proficiency Assessment

These rubrics are additive. *Meets Standard* assumes that the candidate has also met the criteria under *Approaches Standard*. *Exceeds Standards* assumes that the candidate has also met the criteria under *Approaches Standard* and *Meets Standard*.

Performance Indicator	Approaches Standard	Meets Standard	Exceeds Standard
4.b.1. Understand and implement national and state requirements for identification, reclassification, and exit of ESOL students from language support programs.	<ul style="list-style-type: none">• Candidates understand national and state requirements (e.g., home language surveys or benchmarks) for identifying, reclassifying, and exiting ESOL students from language support programs.	<ul style="list-style-type: none">• Candidates make informed decisions regarding placement and reclassification of students in ESOL programs based on national and state requirements.• Candidates involve families in program decisions for ESOL students.	<ul style="list-style-type: none">• Candidates share their knowledge and expertise regarding identification, placement, reclassification, and exiting of ESOL students with their colleagues.
4.b.2. Understand the appropriate use of norm-referenced assessments with ESOL learners.	<ul style="list-style-type: none">• Candidates are familiar with norm-referenced assessments but have not used them to make decisions about ESOL students.	<ul style="list-style-type: none">• Candidates understand the nature of norm-referenced assessments, including their strengths and weaknesses, and use this information to make decisions about ESOL students (e.g., identification, placement, achievement, reclassification, and possible giftedness and/or learning disabilities).	<ul style="list-style-type: none">• Candidates share this knowledge with their colleagues.
4.b.3. Assess ESOL learners' language skills and communicative competence using multiple sources of information.	<ul style="list-style-type: none">• Candidates use simple measures and a limited number of sources of information to assess ESOL learners' individual language skills and communicative ability.	<ul style="list-style-type: none">• Candidates assess ESOL learners' discrete and integrated ability to use grammar, vocabulary, listening, speaking, reading, and writing to communicate appropriately using performance-based measures.	<ul style="list-style-type: none">• Candidates create multiple performance-based measures to assess students' language skills and communicative competence across the curriculum.• Candidates share these measures with their colleagues.

Standard 4.c. Classroom-Based Assessment for ESL

Candidates know and can use a variety of classroom and performance-based assessment tools that are standards based to inform instruction.

Supporting Explanation

Candidates understand the interdependent relationship between teaching and assessment and are able to develop instructional tasks and assessment tools that promote and measure student learning. Candidates are familiar with assessment goals, tools, and tasks appropriate for ESOL students that correspond with the program's philosophy, the unit's conceptual framework, state and national standards in ESOL. Candidates are able to assess learners' content-area achievement independently from their language ability and should be able to adapt classroom tests and tasks for ESOL learners at varying stages of English language and literacy development.

Candidates understand that portfolios are important tools in the assessment of ESOL student learning. A portfolio is a selection taken from a collection of student work that reflects progress over time. Portfolio samples typically are based on work conducted as part of class activities or home assignments, reflecting the characteristics of performance assessment. Performance assessments help candidates evaluate students' complex thinking (the ability to write a summary is demonstrated through a written summary; the ability to orally debate an issue is demonstrated through an oral debate). Candidates are familiar with and can use a variety of rubrics to assess portfolios and their individual contents. Candidates also understand that self-assessment and peer-assessment techniques can be used regularly to encourage students to monitor and take control of their own learning.

Candidates develop classroom assessments using a variety of item types and elicitation and response formats to assess students' receptive and productive language skills. Candidates assess their ESOL students' English literacy skills appropriately. They understand the implication of assessing language and literacy skills in students' native languages. They also know how to interpret test results and plan instruction based on those results.

Candidates understand that some classroom reading assessments designed for native speakers, such as independent oral reading, may be uninformative or misleading as assessment tools for ESOL students who may be overly concerned with the pronunciation demands of the task and pay less attention to comprehension.

Rubric for Standard 4.c.

Classroom-Based Assessment for ESL

These rubrics are additive. *Meets Standard* assumes that the candidate has also met the criteria under *Approaches Standard*. *Exceeds Standards* assumes that the candidate has also met the criteria under *Approaches Standard* and *Meets Standard*.

Performance Indicator	Approaches Standard	Meets Standard	Exceeds Standard
4.c.1. Use performance-based assessment tools and tasks that measure ESOL learners' progress.	<ul style="list-style-type: none">• Candidates use a limited set of performance-based tasks to assess ESOL learners' language and content-area learning.	<ul style="list-style-type: none">• Candidates use a variety of performance-based assessment tools (e.g., portfolios, classroom observation checklists, reading logs, video, spreadsheet software) that measure ESOL students' progress.	<ul style="list-style-type: none">• Candidates design performance-based tasks and tools to measure ESOL learners' progress.
4.c.2. Understand and use criterion-referenced assessments appropriately with ESOL learners.	<ul style="list-style-type: none">• Candidates are familiar with criterion-referenced assessments but have not used them to make decisions about ESOL learners.	<ul style="list-style-type: none">• Candidates use authentic and traditional criterion-referenced procedures to assess ESOL students' language and content-area learning.• Candidates appropriately use these assessments to help determine possible special needs (e.g., giftedness and/or learning disabilities).	<ul style="list-style-type: none">• Candidates construct and evaluate a range of criterion-referenced measures and item types to assess ESOL students' learning.• Candidates share this knowledge with their colleagues.
4.c.3. Use various instruments and techniques to assess content-area learning (e.g., math, science, social studies) for ESOL learners at varying levels of language and literacy development.	<ul style="list-style-type: none">• Candidates are aware of instruments and techniques to assess the content-area knowledge of ESOL learners, who are at varying levels of English language and literacy abilities.	<ul style="list-style-type: none">• Candidates use a variety of instruments and techniques, including technology-based assessment, to assess ESOL learners' knowledge in the content areas at varying levels of English language and literacy ability.• Candidates use test adaptation techniques, (e.g., simplifying the language of assessment measures and directions).	<ul style="list-style-type: none">• Candidates develop and adapt a variety of techniques and instruments when appropriate to assess ESOL students' content learning at all levels of language proficiency and literacy.
4.c.4. Prepare ESOL students to use self- and peer-assessment techniques when appropriate.	<ul style="list-style-type: none">• Candidates encourage ESOL learners to monitor their own performance and provide feedback to other learners.	<ul style="list-style-type: none">• Candidates model self- and peer-assessment techniques and provide opportunities for students to practice these in the classroom.	<ul style="list-style-type: none">• Candidates embed self- and peer-assessment techniques in their instruction and model them across the curriculum.• Candidates share self-

			peer assessment techniques with their colleagues.
4.c.5. Use a variety of rubrics to assess ESOL students language development in classroom settings	Candidates are familiar with some basic rubrics that can be used to assess ESOL students language development	Candidates use a variety of rubrics to assess ESOL students language development	Candidates develop and adapt a variety of rubrics to assess ESOL students language development

Resources for Domain 4

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Domain 5: Professionalism

Introduction

Standard 5.a. ESL Research and History

Supporting explanation

Rubric

Standard 5.b. Professional Development, Partnerships and Advocacy

Supporting explanation

Rubric

Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates demonstrate knowledge of the history of ESL teaching. Candidates use such information to reflect upon and improve their instruction and assessment practices.

Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ESOL students and their families.

Standard 5.a. ESL Research and History.

Candidates demonstrate knowledge of history, research, public policy and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.

Standard 5.b. Professional Development, Partnerships and Advocacy.

Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ESOL students.

Standard 5.a. ESL Research and History

Candidates demonstrate knowledge of history, research, public policy and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.

Supporting Explanation

Candidates are familiar with the history of ESL teaching and stay current with recent research, methodologies and strategies in the field. They can use this knowledge to design effective instruction for ESOL students.

Candidates understand legal processes, mandates, and policies that have had an impact on the development of the field of ESL. They are knowledgeable about the history of legal decisions (e.g., *Lau v. Nichols*) and national legislation (e.g., No Child Left Behind) and their subsequent application to the instruction of ESOL students. They can explain the impact of state and federal legislation on their classrooms.

Rubric for Standard 5.a.

ESL Research and History

These rubrics are additive. Meets Standard assumes that the candidate has also met the criteria under Approaches Standard. Exceeds Standard assumes that the candidate has also met the criteria under Approaches Standard and Meets Standard.

Suggested Performance Indicators	Approaches Standard	Meets Standard	Exceeds Standard
5.a.1. Demonstrate knowledge of language teaching methods in their historical contexts.	• Candidates are familiar with different well-established teaching methodologies and theories in their historical contexts	• Candidates use their knowledge of the evolution and research in the field of ESL to design effective instruction, and can articulate their personal educational philosophy in this area.	• Candidates use their knowledge of the evolution of the field of ESL to make instructional and assessment decisions and conduct their own classroom-based research.
5.a.2. Demonstrate knowledge of the evolution of laws and policy in the ESL profession.	• Candidates are aware of the laws, judicial decisions, policies, and guidelines that have shaped the field of ESL.	• Candidates use their knowledge of the laws, judicial decisions, policies, and guidelines that have influenced the ESL profession to design appropriate instruction for students.	• Candidates participate in discussions with colleagues and the public concerning federal, state, and local guidelines, laws, and policies which impact ESOL students.
5.a.3. Demonstrate ability to read and conduct classroom research	• Candidates are familiar with the basics of classroom research	Candidates are able to conduct classroom research	Candidates design and implement classroom research which will impact their instruction.

Standard 5.b. Professional Development, Partnerships, and Advocacy

Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ESOL students.

Supporting Explanation

Candidates actively participate in professional growth opportunities, including that offered by appropriate organizations. They can articulate their own philosophy of education as part of being a professional.

Candidates view ESOL families as vital resources that inform their classrooms and schools. Candidates promote the important roles that families play in their children's linguistic, academic, and personal development. Candidates are aware of resources in the community to assist ESOL students and their families and share this information with students, families and professional colleagues.

Candidates know and understand public issues that affect the education of ESOL students. Candidates support ESOL students and their families socially and politically.

Candidates promote a school environment that values diverse student populations and provides equitable access to resources for ESOL students. They collaborate with staff in the school in order to provide educational opportunities for ESOL students with diverse learning needs and at all proficiency levels of English.

Candidates advocate for appropriate instruction and assessment by sharing their knowledge of ESOL learners with their general education/content area colleagues and the community. They also advocate for equal access to educational resources, including technology for ESOL students.

Rubric for Standard 5.b.

Professional Development, Partnerships, and Advocacy

These rubrics are additive. Meets Standard assumes that the candidate has also met the criteria under Approaches Standard. Exceeds Standard assumes that the candidate has also met the criteria under Approaches Standard and Meets Standard.

Suggested Performance Indicator	Approaches Standard	Meets Standard	Exceeds Standard
5.b.1. Participate in professional growth opportunities	Candidates are aware of professional growth opportunities, including local and national ESOL organizations	<ul style="list-style-type: none">•Candidates participate in local professional growth opportunities•Candidates participate in ESOL organizations	<ul style="list-style-type: none">•Candidates assist others' professional growth by sharing their expertise and mentoring others.
5.b.2 Establish professional goals and pursue opportunities to grow in the field of ESL.	<ul style="list-style-type: none">• Candidates formulate professional development plans based on their interests.• Candidates are aware of their professional associations.	<ul style="list-style-type: none">• Candidates implement a personal professional development plan based on interests and reflection, taking advantage of opportunities in professional associations and other academic organizations.	<ul style="list-style-type: none">• Candidates engage in a continuous cycle of ESL professional development that is informed by their instructional reflections and analysis.• Candidates take active roles in their professional association(s).
5.b.3. Work with other teachers and staff to provide comprehensive, challenging educational opportunities for ESOL students in the school.	<ul style="list-style-type: none">• Candidates understand the importance of establishing collaborative relationships among ESL staff members and all departments and resource personnel in the school.	<ul style="list-style-type: none">• Candidates collaborate with general and specialist school staff (e.g., multidisciplinary faculty teams) to establish an instructional program appropriate for ESOL students at a variety of English proficiency levels.	<ul style="list-style-type: none">• Candidates provide leadership to staff in establishing appropriate instructional opportunities for ESOL students.
5.b.4. Engage in collaborative teaching in general education and content-area classrooms.	<ul style="list-style-type: none">• Candidates are aware of a variety of collaborative teaching models.	<ul style="list-style-type: none">• Candidates teach collaboratively with other teachers to assist ESOL students in general education and content-area classrooms.	<ul style="list-style-type: none">• Candidates share greater responsibility for effective instruction and student success in content-area classes.
5.b.5. Advocate for ESOL students' access to academic classes,	<ul style="list-style-type: none">• Candidates understand the importance of	<ul style="list-style-type: none">• Candidates advocate for ESOL students and their families when	<ul style="list-style-type: none">• Candidates serve as advocates and ESOL resources to support

resources, and instructional technology.	advocating for ESOL students, including full access to school resources and technology.	necessary as students work through school programs. • Candidates share with colleagues the importance of ESOL students' equal access to educational resources, including technology.	ESOL students and their families as they make decisions in the schools and community. • Candidates assist colleagues to appropriately select, adapt, and customize resources for use by ESOL students.
5.b.6 Support ESOL families.	• Candidates are familiar with community language education and other resources available to ESOL students and their families.	• Candidates provide ESOL students and their families with information, support, and assistance as they advocate together for the students and their families. • Candidates assist families to participate fully in their school and community. • Candidates engage with community members and policy makers with respect to issues affecting ESOL students.	• Candidates create the circumstances and environment that support ESOL student and family empowerment.
5.b.7. Serve as professional resource personnel in their educational communities.	• Candidates understand ways to facilitate cooperation among ESOL professionals, families, administrators, community members, policy makers and their ESOL students.	• Candidates model for their colleagues a variety of techniques and attitudes needed to work effectively with ESOL students. • Candidates keep current with media reports about the education of ESOL students.	• Candidates help other teachers and school administrators' work effectively with ESOL students. • Candidates provide instruction and professional growth activities for colleagues, sharing skills for working with ESOL students. • Candidates assist policy makers to understand the curricula and instructional approaches that best meet the needs of ESOL students in their community.

Resources for Domain 5

History of the field

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Reflective Practitioner

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Research

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